

**Primary 5 English Language - Open Classroom by Awarded Teacher of  
the Chief Executive's Award for Teaching Excellence**

Course ID: PDT020250024

Speaker:

Ms SUEN Chung-ling, Christina (HKUGA Primary School),  
awarded teacher of the Chief Executive's Award for  
Teaching Excellence  
(English Language Education Key Learning Area)

# COOPERATIVE LEARNING – A JIGSAW READING LESSON [SPACE]

Ms. Christina SUEN  
HKUGA Primary School

# Jigsaw Grouping

A Cooperative  
Learning Strategy

# What is Cooperative Learning?

Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. ***Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning.***

<https://www.co-operation.org/what-is-cooperative-learning>

# What is the Jigsaw Method in grouping?

1. Jigsaw is a cooperative learning strategy.
2. Students are divided into groups of 4-6. This is the **JIGSAW** group.
3. Each is assigned a different topic within the same general topic. The student researches his/her own topic.
4. Students from different groups join the **EXPERT** group specializing in the same topic, confirm the information collected and prepare a presentation to share with their **JIGSAW** group.
5. The "**Experts**" can return their **JIGSAW** group to share with them about their topic. While listening, other students take notes and learn from each expert.
6. When they work together as a whole, they create the complete jigsaw puzzle. A quick quiz ensures the accountability of each member in the groups.

# Earth

Learning more about  
our home planet

# Today's Learning Outcomes

- ☐ I completed yesterday's homework with care.
- ☐ I will work well with other **experts** to complete a **summary** for my part.
- ☐ I will **share the ideas** I have found about Earth with my group mates.
- ☐ Together, we have learnt from each other and **completed the Quizizz well**.

## Character Strengths:

- Teamwork
- Judgment

## What you need:

- Supplementary WS
- iPad (Later)

**Home/Jigsaw Groups:** To study the information you have been given about **EARTH**

	STAGE	Groups 1 - 7
HOME GROUPS	Introduction	No. 1
	Atmosphere	No. 2
	Time	No. 3
	Unique Features	No. 4



**Jigsaw Groups:** To study the information you have been given about EARTH

STAGE	Groups 1 - 7
Introduction	No. 1

Introduction:

<https://spaceplace.nasa.gov/all-about-earth/en/>



**Jigsaw Groups:** To study the information you have been given about EARTH

STAGE	Groups 1 - 7
Atmosphere	No. 2

Atmosphere

<https://spaceplace.nasa.gov/atmosphere/en/>



## Jigsaw Groups: To study the information you have been given about EARTH

STAGE	Groups 1 - 7
Time	No. 3

Time:

<https://spaceplace.nasa.gov/days/en/>



**Jigsaw Groups:** To study the information you have been given about EARTH

STAGE	Groups 1 - 7
Unique Features	No. 4

Unique features

<https://climatekids.nasa.gov/10-things-earth/>



# Group Work

Working in teams to complete two tasks

# Learning Outcomes for the Next Few Days



Together, your team will complete a **summary** for the planet, Earth.



For yesterday's homework, you studied the information given to you and took notes.

**[1) Online Reading Texts & 2) WS4.4a Part A]**



In this lesson, go into **EXPERT** groups and check with the other students that your notes are correct. Complete a short summary to share with your group mates. **[WS4.4a Part B]**



**"Experts"** return to their **HOME/JIGSAW** group to share with your group mates. While listening, take notes and learn from each expert. The whole team will complete a **summary and a quiz** about Earth.



Extension task: Work together to complete a poster for the planet assigned to you before the museum visit. **[A3 MY PLANET]**

## Step 1: Work in **EXPERT** Groups (10 min)



For yesterday's homework, you studied the information given to you and took notes. **[1) Online Reading Texts & 2) WS4.4a Part A]**



In this lesson, go into **EXPERT** groups and check with the other students that your notes are correct. Complete a short summary to share with your group mates. **[WS4.4a Part B]**

### A. On your own: Research

- You will be assigned to research ONE part of the planet. (HW)

Name of the planet: **Earth**

Topic:

[illegible]

**B. In your EXPERT group**

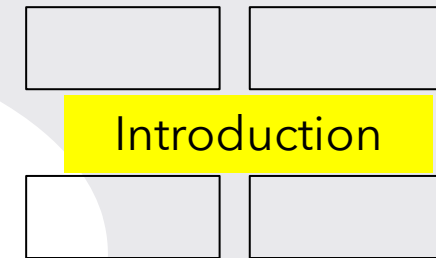
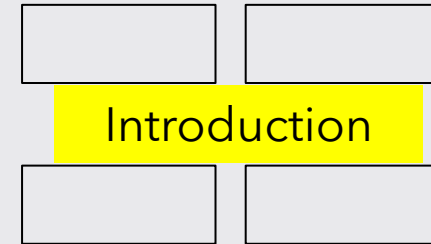
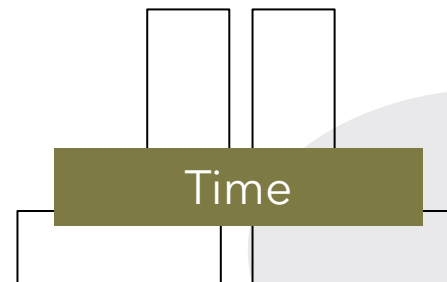
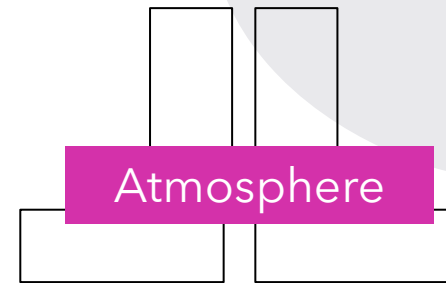
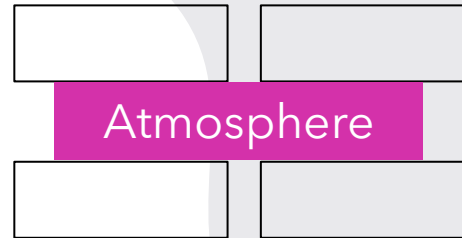
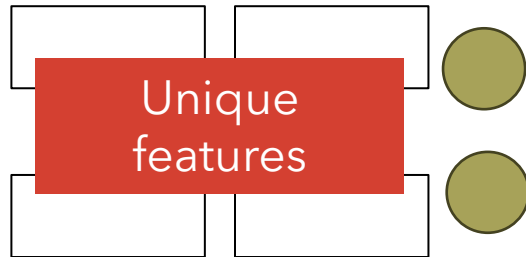
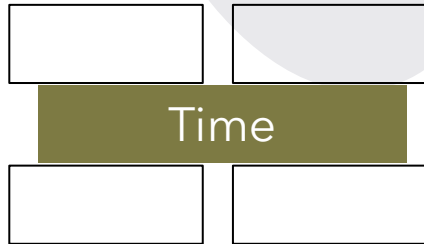
- Share, in turn, what you have found out.
- Add new ideas.
- Listen to each other to find out more.
- Together, prepare a presentation to share with your HOME group.

Topic:

[illegible]

# Step 1: Go into the **EXPERT** Groups

## Screen





# Step 2: Return to your **HOME** group [15 min]



“Experts” return to their **HOME/JIGSAW** group to share with your group mates. While listening, take notes and learn from each expert. The whole team will complete the summary on their own worksheet.

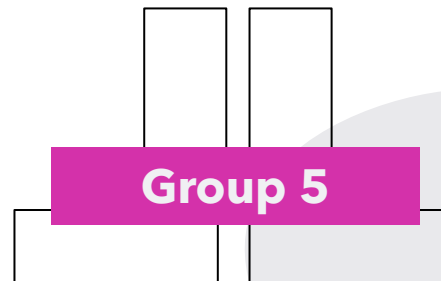
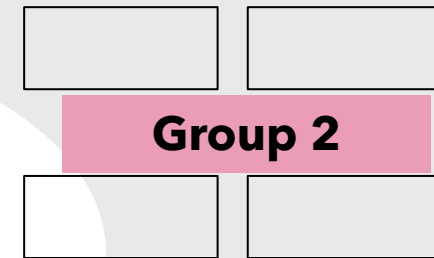
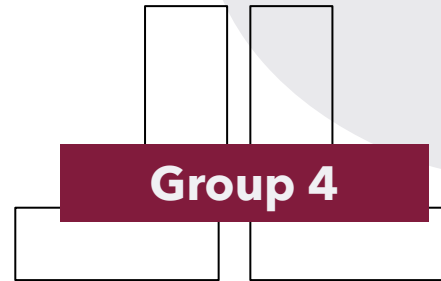
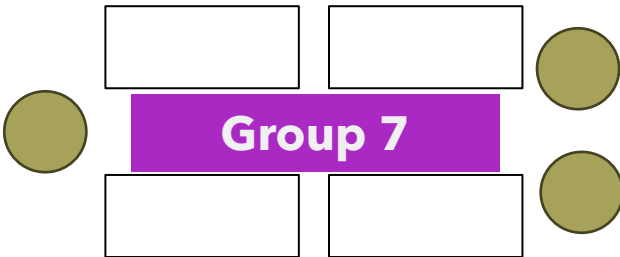
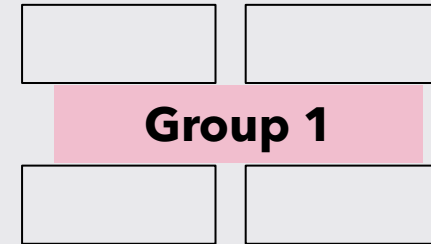
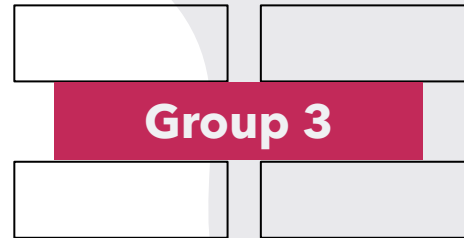
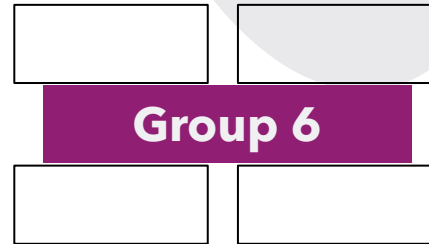


Each expert takes turn to share your **summary**.  
The other team members **listen** and **take notes** of key ideas/words.

C. In your HOME group	
<ul style="list-style-type: none"><li>• Listen to each expert in turn.</li><li>• Complete the diagram below with key ideas and notes from the experts.</li><li>• Learn the materials</li></ul>	
Name of the planet: <b>Earth</b>	
Introduction by	
Structure/ Surface/ Atmosphere by	
Time/ Seasons/ Weather by	
Other unique features by	

## Step 2: Return to your HOME Groups

### Screen



## Step 3: Let's complete a Quizizz [5 min]



The whole team will finish by completing **a quiz** about Earth. Let's see if you have learnt from your teammates!

<https://quizizz.com/admin/quiz/67a87c15a52e84519e0f5f9b?searchLocale=>

# Today's Learning Outcomes



Together, your team will complete a **summary** for the planet, Earth.



For yesterday's homework, you studied the information given to you and took notes.

**[1) Online Reading Texts & 2) WS4.4a Part A]**



In this lesson, go into **EXPERT** groups and check with the other students that your notes are correct. Complete a short summary to share with your group mates. **[WS4.4a Part B]**



**"Experts"** return to their **JIGSAW** group to share with your group mates. While listening, take notes and learn from each expert. The whole team will complete a **summary and a quiz** about Earth.


# Extension Task



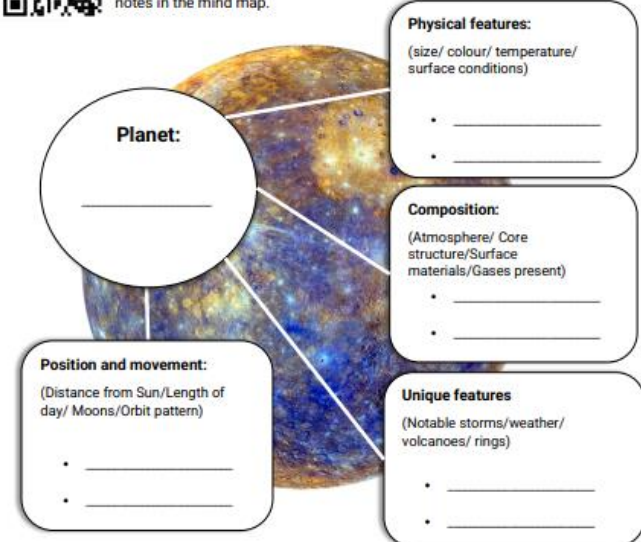
Extension task: Work together to complete the poster for the planet assigned to you before the museum visit. [WS 4.4, p.9]

HKUGA Primary School  
P.5 English Unit 4 Space: WS 4.4 Researching and presenting a planet

## MY PLANET

 • You will be assigned to research a planet.  
• Scan the QR code to go to this link: <https://spaceplace.nasa.gov/planets/en/>

A. **Main ideas and note-taking:** Write the name of the planet in the circle. Jot notes in the mind map.



**Planet:**

**Physical features:**  
(size/ colour/ temperature/ surface conditions)

- \_\_\_\_\_
- \_\_\_\_\_

**Composition:**  
(Atmosphere/ Core structure/ Surface materials/ Gases present)

- \_\_\_\_\_
- \_\_\_\_\_

**Unique features**  
(Notable storms/ weather/ volcanoes/ rings)

- \_\_\_\_\_
- \_\_\_\_\_

**Position and movement:**  
(Distance from Sun/ Length of day/ Moons/ Orbit pattern)

- \_\_\_\_\_
- \_\_\_\_\_

B. Write a short description in your own words (in about 30 – 40 words) on the lines below.

Name of the planet: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9

# Today's Learning Outcomes

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- ☐ I will **share the ideas** I have found about Earth with my group mates.
- ☐ Together, we have learnt from each other and **completed the Quizizz well**.

## Character Strengths:

- Teamwork
- Judgment

## What you need:

- Supplementary WS
- iPad (Later)

# Group Work

Group roles and responsibilities

# WHAT are your roles in the group?

What is your role?

What do you need to do?

- |                                      |   |
|--------------------------------------|---|
| 1 Leader                             | to keep the discussion on track   |
| 2 Secretary                          | to jot down any ideas, decision(s) and notes  |
| 3 Time-keeper                        | to remind the group to keep track of time   |
| 4 Noise controller/<br>Talk Promoter | to control outburst and move the discussion along OR<br>to encourage the quiet ones to speak up |
| 5 Envoy/Reporter                     | to report back on final decisions or summary of discussions                                     |

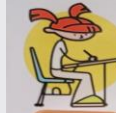
## Group Leader (組長):



- ✓ Lead your group  
帶領組員完成任務
- ✓ Pass out the jobs to your group members  
協調小組內的工作分配
- ✓ Help everyone to work nicely & settle arguments  
凝聚組員，處理紛爭

3

## Secretary (文書):



- ✓ Jot notes & organize the main ideas during discussion  
在討論過程中記錄和組織重點
- ✓ Monitor the focus of discussion  
監察討論是否對題

4

## Envoy (大使):



- ✓ Have good communication with the Secretary, prepare for sharing  
留意文書的記錄，準備匯報及分享
- ✓ Exchange your group's ideas with other groups  
與其他組別交換意見
- ✓ Collect materials from/for the teacher  
協助老師收集/派發物資

1

## Time Keeper (時間管理員):



- ✓ Make suggestion on time allocation  
因應任務，建議時間分配
- ✓ Keep the time  
留意時鐘/計時器
- ✓ Lead your group to complete tasks on time  
帶領組員按時完成任務

2

## Noise Controller(聲浪控制員):



- ✓ Be a role model of showing respect to each other  
尊敬自己和別人，成為榜樣
- ✓ Remind your group members to speak in an indoor voice  
提示組員輕聲說話

5/4



# WHAT is a GOOD group discussion?

- 1) Everyone has a chance to share their idea.
- 2) Turn-taking involves every member.
- 3) All members use their cards to:
  - Agree
  - Disagree
  - Paraphrase
  - Ask for clarification
- 4) Everyone is polite when expressing an opinion.
- 5) There is an outcome at the END of the group discussion.

## WHY class discussion matters...

**Make decisions together** (e.g. decide what to bring to a class party so there is a fair work distribution)

**Give and / or share our opinions** on a given topic (e.g. discussing what can be done to help the younger students for the cross year-level activities)

**Create something** (e.g. plan and make a poster for the Love and Caring Day)

# HOW to conduct a GOOD group discussion?

As a team member, you:

give ideas to the discussion by being prepared, with notes and ideas

are willing to wait and listen patiently for others to finish

ask questions if there are ideas you do not understand

speak up when there is an idea you want to share

stay on task

disagree with ideas (not personal attacks) in a polite manner

**DO NOT** take over the whole discussion!

# HOW to conduct a discussion using these sentence starters...

## Stating an Opinion

---

I think/I believe...  
In my opinion...

## Agreeing

---

I agree with \_\_\_\_ because...  
I share \_\_\_\_'s opinion because...

## Disagreeing

---

I disagree because...  
I disagree with what \_\_\_\_ said because...  
I have a different point of view because...

## Asking for Clarification

---

What do you mean by...?  
Could you repeat what you have just said?

## Paraphrasing

---

So what you are saying is that \_\_\_\_\_.  
In other words, you think...

# HOW to conduct a discussion using these sentence starters...

For the Group Leader  
(Start)

---

Our discussion focuses on...  
We have \_\_\_\_ minutes.  
Let's begin.

For the Group Leader  
(5 mins before the end)

---

It's time to decide...  
Should we vote on...  
**Secretary**, please summarize our ideas...  
**Envoy**, are you clear about what to report back?

For the Group Leader  
(During)

---

\_\_\_\_, do you agree with \_\_\_\_'s point?  
\_\_\_\_, what do you think about \_\_\_\_?  
Let's bring our attention back to the discussion.

# Jigsaw Grouping

[Home/Expert Groups]

25/8/2023

# What is the Jigsaw Method in grouping?

<https://www.youtube.com/watch?v=euhtXUgBEts>

1. Jigsaw is a cooperative learning strategy.
2. Students are divided into groups of 4-6. This is the **JIGSAW** group.
3. Each is assigned a different topic within the same general topic. The student researches his/her own topic.
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5. The "**Experts**" can return their **JIGSAW** group to share with them about their topic. While listening, other students take notes and learn from each expert.
6. When they work together as a whole, they create the complete jigsaw puzzle. A quick quiz ensures the accountability of each member in the groups.

# Why use Jigsaw?

I can name some advantages  
with using the Jigsaw Method.

<https://www.pescholar.com/insight/co-operative-learning-in-pe/>



# Learning Outcomes

- ☐ I have observed an activity involving the Jigsaw Method.
- ☐ I understand the steps involved in the Jigsaw Method.
- ☐ I can name some advantages with using the Jigsaw Method.
- ☐ I may apply the Jigsaw Method in one of my class activities.